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ABSTRACT

The development of production and comprehension by one two-year-old girl of three Japanese constructions (passives, causatives, and "te moraw"), which have similar surface configurations "NP ga NP ni V ("rare"/ "sase"/ "te moraw") TENSE," is investigated through elicited imitations and responses to the investigator's questions about the content of material sentences after the repetition task. Results are examined in terms of such factors as length, reversibility, embeddedness, and lack of correspondence in grammatical relations between deep and surface structures, which have been proposed to explain the difficulty of the acquisition of other sentences. It was observed that the embeddedness of sentences does not play a significant role in the comprehension of these constructions. Rather, semantic factors such as the participation of the causer in the action denoted by the embedded verbs and the reversibility of sentence (in the case of passives and "te moraw") contribute to the complexity of sentences. It is also pointed out that a word order strategy which interprets the first NP as the agent of a verb and the second one as beneficiary, which was established on the basis of comprehension of simple sentences, is also employed in the comprehension of "te moraw" at this stage of development. (Author/AM)

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The Acquisition of Passive, Causative, and te moraw Constructions in Japanese: A Case Study on a Two-Year-Old

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1. As is well known, children make great progress in their command of a language after their second birthday. Notably, they begin to use so-called complex sentences (or embedding structures), i.e. sentences which include other sentences within them. There are, however, few experimental studies on the earliest stage of the acquisition of the complex sentences, particularly in Japanese. As an attempt to fill this gap, we reported on the acquisition of Japanese relative clauses by a two-year-old in Harada (1976). In the present paper we will report on the development of production and comprehension of three constructions (passives, causatives, and te moraw) in Japanese by the same subject.

Passives, causatives, and te moraw constructions are exemplified respectively in (1)-(3) below.

(1) Naomi-tyan ga okaa-san ni sikar-
nominative marker mother dative marker scold
are- ta.
passive past (Passive)[1]
'Naomi was scolded by her mother.'

(2) Otoo-san ga Naomi-tyan ni hon o yom-
father book accusative marker read
ase- ta.
causative (Causative)[2]
'Father made Naomi read the book.'

(3) Naomi-tyan ga otoo-san ni hon o yon-de morat- ta.
benefactive
'Father read the book for Naomi.' (te moraw)

They share the common surface configuration in (4).

(4) NP ga NP ni (NP o) V CHARACTERISTIC MARKER TENSE

where "characteristic marker" is either rare, sase, or te moraw.

They are also similar in that the ni-phrase is understood as the agent of the V. They are, however, different in that according to the standard analysis passives derive from simplex underlying structures[3] but causatives and te moraw derive from embedding structures

Several factors have been proposed to determine the complexity of the acquisition of a sentence: length; reversibility; embeddedness; lack of correspondence in grammatical relations between deep and surface structures. Inoue (1976b) contends that the first two factors have only minor relevance to language development if any, while the latter two are of much importance when we consider the complexity of sentences, and consequently their difficulty in language acquisition. She, however, discusses the idea from a purely theoretical point of view and does not examine her claim against actual data. We will observe below that in general the embeddedness is not so relevant a factor in the acquisition of passives, causatives, and te moraw, as the reversibility (with some qualification; see below), the meaning of embedded verbs, and the word order strategy. In the next section we will describe the design of this study, and in section 3 we will report and discuss the results

2. Description of the experiments

2.1. Subject and procedures

The subject of this study is a girl born on Oct. 20, 1972. She was tested at the ages 2;7, 2;8, 2;9, 3;11(years;months) with nearly the same set of material sentences. The method employed was the technique of elicited imitation with probes. Thus the subject was first asked to repeat the material sentence that the experi-

matter orally presented to her and then her comprehension was checked through wh-questions, e.g. "Dare ga hon o yonda no?" (Who read the book?), "Otoosan wa doo sita no?" (What did the father do?) for sentence (2).

2.2. Materials

The constructions tested were passives, causatives, and te moraw. We prepared two sets of material sentences (SET A and SET B henceforth). SET A was used at the age of 2;7 only[4] and SET B was used at the other ages. The following table shows the number of sentences for each construction.

TABLE 1 THE NUMBER OF SENTENCES FOR EACH CONSTRUCTION

	NUMBER OF SENTENCES	
	SET A	SET B
Passives	8	10
Causatives	4	10
te moraw	8	10

The list of all the material sentences is given in Appendix. The materials are so designed in order that we can see whether the subject's comprehension is affected by the reversibility of a sentence. The material sentences for each construction consisted of two groups of five sentences. The sentences of one group expressed the situation which the subject had actually experienced or would normally experience every day. The sentences of the other group were the 'reversed' ones, formed by interchanging NP's in ga-phrase and ni-phrase of the corresponding sentences in the first group. For instance, we included a passive sentence Kentyan ga mahootukai no obaasan ni tukamaerareta, which described the situation that the subject had actually watched on T.V. Then we formed a correspond-

ing 'reversed'sentence Mahootukai no obaasan ga Kentyan ni tukamaerareta by interchanging the NP's mahootukai and Kentyan in the sentence just mentioned. The latter sentence was thus counter-factual to the subject. Note that although Kentyan ga mahootukai no obaasan ni tukamaerareta is a reversible sentence in the usual sense of reversibility, it may be irreversible for the subject, if her comprehension is tightly bound by her actual experience.

3. Results and discussion

A response was counted as correct in imitation only when the subject repeated the stimulus sentence with no change. Furthermore, the comprehension was judged as correct when the subject correctly answered the questions given after repetition. The results in imitation and comprehension are summarized in TABLE 2.[5]

TABLE 2 PERCENTAGE OF CORRECT RESPONSES FOR EACH CONSTRUCTION

	IMITATION			COMPREHENSION		
	2;8	2;9	3;11	2;8	2;9	3;11
Passives	60(6)	80(8)	70(7)	40(4)	50(5)	60(6)
Causatives	60(6)	60(6)	100(10)	25(2)**	30(3)	60(6)
te moraw	50(5)	70(7)	90(9)	66(1)***	60(6)	30(3)

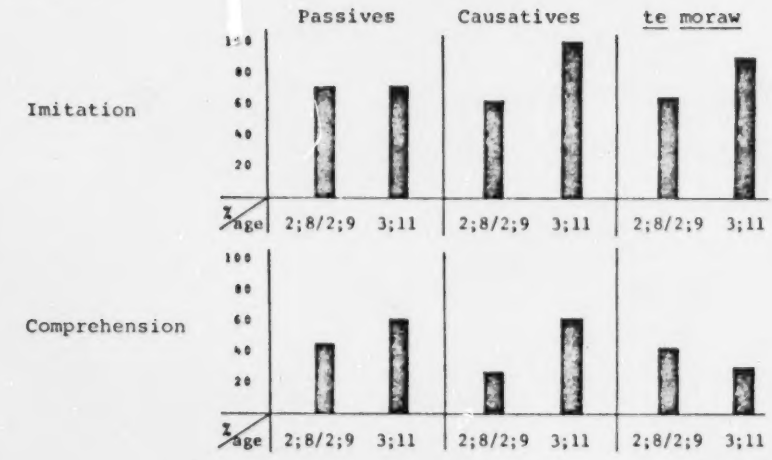
*The number in parentheses indicates the actual number of correct responses.
**Only eight out of ten sentences are checked of their comprehension.
***Only three out of ten sentences are checked of their comprehension.

Results of correct responses will be discussed in section 3.1, and incorrect responses will be analyzed in section 3.2.

3.1. On the general development of the constructions

To see the general development of production and comprehension of each construction, we will diagram the results as follows.[6]

FIGURE 1



The first thing we can observe from Fig. 1 is that the subject's performance is better on imitation than on comprehension for all the three constructions and throughout the three stages investigated. The imitation scores were almost always above 60%, while the comprehension scores were always under 60%.

Second, in imitation, passives show peculiar development. The performance on both causatives and te moraw improves as the subject grows older, while the performance on passives remains almost at the same level.

Third, in comprehension, te moraw shows a peculiar developmental trend although the other two constructions manifest a normal developmental curve. The correct responses of te moraw at 3;11 reach only 30%, a score even lower than that at the age 2;9. This suggests that by that stage the subject had acquired some strategy for comprehension of te moraw which induced a negative effect on the correct comprehension.

These observations suggest that the difficulty of acquisition is not directly related to the embeddedness of sentences. In imitation, passives, which have no embeddings, elicited worse performance than the other two constructions, which have embeddings. In comprehension, passives and causatives, though they are different in their embeddedness, show the same pattern of development. We tentatively conclude that the embeddedness does not play a significant role when sentences share a common surface configuration although it may determine the difficulty of sentences in development in other cases such as relative clause sentences vs. conjoined sentences.[7] The same thing can be said from error analysis to be reported in the next section.

3.2. Error analysis

3.2.1. Reproduction

Errors in reproduction are summarized into the following seven types (omitting a few minor ones).[8] The error part of each illustrative response is underscored.

(5) a. Interchanging of the NP's in ga-phrase and ni-phrase.

E.g. S(timulus sentence): okaa-san ga Naomi-tyan ni home-rare-ta.

R(esponse): Naomi-tyan ga okaa-san ni home-rare-ta.

b. Incorrect particle choice

1) Choice of ga instead of ni

E.g. S: Midori-san ga Hanako-san ni sikar-are-ta.

R: Midori-san ga Hanako-san ga sikar-are-ta.

2) Choice of no instead of ni

E.g. S: Noriko-tyan ga Naomi-tyan ni pantu o kasi-te morat-ta.

R: Naomi-tyan ga Noriko-tyan no pantu o kasi-te morat-ta.[9]

c. Characteristic marker dropping

E.g. S: Naomi-tyan ga Pipi-tan o nenne-sase-ta.
R: Naomi-tyan ga Pipi-tan ni nennesi-ta.[10]

d. Ni-phrase dropping

E.g. S: Neko-tyan ga Naomi-tyan ni banana o tabe-sase-ta.
R: Neko-tyan ga Ø banana o tabe-sasi-ta.

e. Scrambling

E.g. S: Hanako-san ga Midori-san ni sikar-are-ta.
R: Midori-san ni Hanako-san ga okor-are-ta.[11]

f. Incorrect choice of characteristic marker

E.g. S: Naomi-tyan ga okaa-san ni huku o kise-te morat-ta.
R: Okaa-san ga Naomi-tyan ni huku o ki-sase-ta.

g. Ego-centric error (the NP in ga-phrase or in ni-phrase is replaced by the subject's name.)

E.g. S: Okaa-san ga onee-tyan ni hon o kasi-te morat-ta.
R: Naomi-tyan ga onee-tyan ni hon o kasi-te morat-ta.

The following table shows the percentage of the number of errors of each type over the sum of errors.

TABLE 3 PERCENTAGE OF EACH TYPE OF ERRORS OVER THE SUM OF ERRORS FOR EACH CONSTRUCTION

CONSTRUCTION	Passives				Causatives				te moraw			
TYPE \ AGE	2;7	2;8	2;9	3;11	2;7	2;8	2;9	3;11	2;7	2;8	2;9	3;11
(a)	50	100	100	100	67	80	75		40	100	100	100
(d)	0	0	0	0	33	20	25		0	0	0	0
OTHERS	50	0	0	0	0	0	0		60	0	0	0

We can easily observe from this that passives and te moraw show the same error pattern. For these two constructions the subject made various kinds of errors at the age of 2;7 but at the later ages she made only type (a) errors. Causatives are different from the other two in that (i) at the age of 2;7 only two types of errors were

found and (ii) the same types of errors remained until the later stages, in particular, errors of type (d) were made throughout the developmental stages.

This again leads us to conclude that the embeddedness is not a crucial factor to determine the complexity of sentences with superficially same forms. Passives, which have no embeddings, and te moraw, which has embeddings, did exhibit the same pattern, while causatives, which have embeddings like te moraw, behaved differently.

3.2.2. Comprehension

We can observe from the data that at the age of 2;8, the responses were just random. At 2;9, the responses to the causatives were still random, but those to passives and te moraw became systematic. The subject correctly understood the sentences referring to the situation which actually occurred in the subject's experience; in addition, she systematically failed to understand the sentences referring to the non-actually occurring situations. Thus we can say that at this age the sentences of passives and te moraw were irreversible for the subject, who systematically followed the semantic principle in understanding passives and te moraw.[12]

At the age of 3;11, the responses to passives became random again. That means the subject did not follow the semantic principle any longer though she has not yet established the correct strategy for passives. The responses to causatives became systematic in a very interesting way. The subject correctly comprehended the sentences with the verbs tabe (CNiØ1, CNiØ6), kir (CNiØ2, CNiØ7), and hak (CNiØ3, CNiØ8), but didn't correctly understand those with the verbs tukur (CNiØ4, CNiØ9) and yom (CNiØ5, CNi1Ø).

Note that the causer actively participates in the action de-

scribed in the sentences with the first three verbs, while the participation of the causer is indirect in the sentences with the latter two verbs. We will refer to these respectively as "active participation" and "non-active participation" henceforth. Thus we can say that the subject at this age correctly understands the sentences of active participation but that she would discard the characteristic marker sase in the comprehension of the sentences of non-active participation. The following conversations, which were made after the repetition task, will make this point clear. The symbols N and M respectively represent the subject and her mother.

(6) Yat-tyan ga Hiroki-kun ni o-yama o tukur-ase-ta.

M: Dare ga o-yama tukut-ta no?
'Who made the mountain?'

N: Anonee, Yat-tyan.
'Well, Yat-tyan.'

M: Yat-tyan ga o-yama o tukut-ta no ne?
'Yat-tyan made the mountain, didn't he?'

N: Yorokonda no wa nee, Hiroki-kun.
'Who was pleased was Hiroki-kun.'

M: A. Hiroki-kun ga yorokon da no.
'Ah, Hiroki-kun was pleased wasn't he?'

N: Un.
'Right.'

(7) Otoo-san ga Naomi-tyan ni hon o yom-ase-ta.

M: Dare ga hon o yon-da no?
'Who read the book?'

N: Otoo-san.
'Father.'

M: Otoo-san ga hon o yon-da no. Dya, Naomi wa?
'Father read the book, didn't he? Well, how about Naomi?'

N: Naomi-tyan mi-te ta no.
'Naomi was looking at (the book).'

Compare these examples with the case of active participation in which the meaning of the characteristic marker was correctly interpreted by the subject.

(8) Naomi-tyan ga neko-tyan ni banana o tabe-sase-ta.

M: Dare ga banana o tabe-ta no?
'Who ate the banana?'

N: Anonee, neko-tyan.
'Well, the pussy.'

M: Neko-tyan? Naomi-tyan wa doo si-ta no?
'The pussy? What did Naomi do?'

N: Anonee, tabe-sase-ta no.
'Well, (she) made (it) eat.'

Furthermore, it is clear from the conversations (6) and (7) that she seems to follow the word order strategy such as the following:

(9) The first NP must be interpreted as the agent of a verb and the second one must be interpreted as beneficiary.

Now responses to te moraw were incorrect in almost all the cases.[13] In this case again the subject seems to follow the same word order strategy (9) as is operative in the case of non-active participation. (10) was a typical transaction.

(10) Otoo-san ga okaa-san ni o-bentoo o tukut-te morat-ta.

M: Dare ga o-bentoo o tukut-ta no?
'Who made the lunch?'

N: Anonee, otoo-san.
'Well, Father.'

M: Otoo-san ga tukut-ta no. Okaa-san wa doo si-ta no?
'Father made it, didn't he? What did Mother do?'

N: Anonee, yorokonda no.
'Well, she was pleased.'

Thus, the subject at 3;11 did not understand the meaning of te moraw

at all, discarding it systematically in her comprehension, and followed the word order strategy (9) instead.

Going back to passives in connection to the word order strategy (9), we may conjecture that the random responses arise because the subject at this age notices the characteristic marker rare, which exempts the word order strategy in this case, though she has not established the proper strategy for the passives.

To summarize the results of comprehension, responses to passives were at first random but then became systematic (the subject followed the semantic principle) and finally got random again; Responses to causatives were random at the ages 2;8 and 2;9 and at the age 3;11, the subject correctly understood the sentences of active participation but she consistently ignored the element sase in her comprehension of the sentences of non-active participation; Responses to te moraw showed the same pattern as those of passives at the ages 2;8 and 2;9, but at 3;11 the subject systematically failed to understand correctly by discarding the characteristic marker te moraw.

From this again we can conclude the embeddedness of sentences does not play a significant role in comprehension of these constructions. Rather, the participation of the causer in the action expressed by the embedded verbs, and the reversibility of sentences seem to contribute to the complexity of sentences. We can see also that the word order strategy (9), which was established on the basis of comprehension of simple sentences, is so prevailing that it is also employed in the comprehension of complex sentences at the earliest stage. A problem remains, however, as to why the word order strategy is not used in the cases of passives and the causatives of active participation in spite of the same surface order of

formatives.

NOTES

1. Japanese has two kinds of passives: direct (or simple) passives like (1) below and indirect (or benefactive) passives like Naomi-tyan ga ame ni hur-are-ta 'It rained on Naomi.' In this paper we will concentrate ourselves on direct passives, and refer to them simply as "passives."

2. Japanese has two kinds of causatives: ni-causatives like (2) and o-causatives like otoo-san ga Naomi-tyan o waraw-ase-ta 'Father had Naomi laugh.' In this paper, however, we will take up only ni-causatives, and use the term "causatives" to refer to ni-causatives only. We omitted indirect passives and o-causatives simply because such constructions were not found in the subject's spontaneous speech at the stages investigated.

3. Alternative analyses have often been proposed in which (direct) passives derive from embedding structures. See Inoue (1976a) 94-97 for some discussion.

4. It was a hard task for a two-year-old to go through all the material sentences, especially at the age of 2;7. We had to reduce the number of material sentences to the level of SET A for 2;7.

5. Results at the age of 2;7 (which are only on imitation since comprehension was not checked at this age) were omitted here. They are to be discussed in section 3.2.

6. Results of the ages 2;8 and 2;9 were averaged so that we could see the general tendency of development more clearly.

7. The conclusion will no be affected if we take the position that (direct) passives derive from underlyingly embedding structures.

8. Errors found in the subject's spontaneous speech around the ages investigated were either (b-1) or (c). This suggests that the subject might have acquired the following production strategies: (i) put a characteristic marker at the end of a sentence, and (ii) mark the embedded subject (or the derived agent-phrase, in the case of passives if we assume the derivation from simplex underlying structures) by the particle ni, though she could not use the two strategies at the same time because of limitation on her processing span. This will become more interesting when we compare these strategies with the one suggested in Klima and Bellugi (1966). The production strategy for English questions in Klima and Bellugi showed that a production strategy could be different from grammatical operations, while our suggested production strategies for Japanese passives, causatives, te moraw correspond to grammatical operations.

9. This response also includes the error of type (a).

10. This response also includes the error of type (b-2).

11. This response also includes the error of changing the verb into another verb with a similar meaning, which was discarded as minor errors.

12. The apparent exception is the sentence okaa-san ga Naomi-tyan ni karada o arat-te morat-ta 'Mother was washed by Naomi' which was correctly understood though counter-factual. We will treat this as a chance hit.

13. BRØ3, BRØ6, and BRØ8 are exceptions, among which the correctness of comprehension of BRØ6 was not so sure that we could exclude it from consideration. BRØ3 and BRØ8 are counterparts of each other with the verb yom. The verb yom might have something to do with the correct responses to these sentences.

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APPENDIX: MATERIAL SENTENCES

SET A

PIØ1 Naomi-tyan wa okaa-san ni sikar-are-ta.
'Naomi was scolded by Mother.'

PIØ2 Midori-san ga Hanako-san ni sikar-are-ta.
'Midori was scolded by Hanako.'

PIØ3 Naomi-tyan ga wani-san ni kam-are-ta.
'Naomi was bitten by the alligator.'

PIØ4 Naomi-tyan wa otoo-san ni home-rare-ta.
'Naomi was commended by Father.'

PIØ5 Okaa-san wa Naomi-tyan ni sikar-are-ta.
'Mother was scolded by Naomi.'

PIØ6 Hanako-san ga Midori-san ni sikar-are-ta.
'Hanako was scolded by Midori.'

PIØ7 Wani-san ga Naomi-tyan ni kam-are-ta.
'The alligator was bitten by Naomi.'

PIØ8 Otoo-san wa Naomi-tyan ni home-rare-ta.
'Father was commended by Naomi.'

CNiIØ1 Naomi-tyan ga neko-tyan ni banana o tabe-sase-ta.
'Naomi had the pussy eat a banana.'

CNiIØ2 Naomi-tyan ga okaa-san ni pajyama o ki-sase-ta.
'Naomi had Mother wear her pyjamas.'

CNiIØ3 Neko-tyan ga Naomi-tyan ni banana o tabe-sase-ta.
'The pussy had Naomi eat a banana.'

CNiIØ4 Okaa-san ga Naomi-tyan ni pajyama o ki-sase-ta.
'Mother had Naomi wear her pyjamas.'

BRIØ1 Naomi-tyan ga okaa-san ni huku-o kise-te morat-ta.
'Naomi had Mother dress her.'

BRIØ2 Naomi-tyan ga otoo-san ni koi-nobori o tukut-te morat-ta.
'Naomi had a carp-flag made by Father.'

BRIØ3 Naomi-tyan ga Noriko-tyan ni pantu o kasi-te morat-ta.
'Naomi had panties lent to her by Noriko.'

BRIØ4 Onee-tyan ga okaa-san ni hon o kasi-te morat-ta.
'The sister had the Book lent to her by Mother.'

BRIØ5 Okaa-san ga Naomi-tyan ni huku o kise-te morat-ta.
'Mother had Naomi to dress her.'

BRIØ6 Otoo-san ga Naomi-tyan ni koi-nobori o tukut-te morat-ta.
'Father had a carp-flag made by Naomi.'

BRIØ7 Noriko-tyan ga Naomi-tyan ni pantu o kasi-te morat-ta.
'Noriko had panties lent to her by Naomi.'

BRIØ8 Okaa-san ga onee-tyan ni hon o kasi-te morat-ta.
'Mother had the book lent to her by the sister.'

SET B

PØ1 Ken-tyan ga mahoo-tukai no obaa-san ni tukamae-rare-ta.
'Ken was caught by the witch.'

PØ2 Taku-tyan ga Yuu-tyan ni sikar-are-ta.
'Taku was scolded by Yuu.'

PØ3 Naomi-tyan ga okaa-san ni home-rare-ta.
'Naomi was commended by Mother.'

PØ4 Panda-tyan ga wani-san ni kam-are-ta.
'The panda was bitten by the alligator.'

PØ5 Naomi-tyan ga Yat-tyan ni tatak-are-ta.
'Naomi was beaten by Yat-tyan.'

PØ6 Mahoo-tukai no obaa-san ga Ken-tyan ni tukamae-rare-ta.
'The witch was caught by Ken.'

PØ7 Yuu-tyan ga Taku-tyan ni sikar-are-ta.
'Yuu was scolded by Taku.'

PØ8 Okaa-san ga Naomi-tyan ni home-rare-ta.
'Mother was commended by Naomi.'

PØ9 Wani-san ga panda-tyan ni kam-are-ta.
'The alligator was bitten by the panda.'

PlØ Yat-tyan ga Naomi-tyan ni tatak-are-ta.
'Yat-tyan was beaten by Naomi.'

CNiØ1 Naomi-tyan ga neko-tyan ni banana o tabe-sase-ta.
'Naomi had the pussy eat a banana.'

CNiØ2 Okaa-san ga Naomi-tyan ni pajyama o ki-sase-ta.
'Mother had Naomi wear her pyjamas.'

CNiØ3 Naomi-tyan ga Taku-tyan ni pantu o hak-ase-ta.
'Naomi had Taku wear his panties.'

CNiØ4 Yat-tyan ga Hiroki-kun ni o-yama o tukur-ase-ta.
'Yat-tyan had Hiroki make a mountain.'

CNiØ5 Otoo-san ga Naomi-tyan ni hon o yom-ase-ta.
'Father had Naomi read a book.'

CNiØ6 Neko-tyan ga Naomi-tyan ni banana o tabe-sase-ta.
'The pussy had Naomi eat a banana.'

CNiØ7 Naomi-tyan ga okaa-san ni pajyama o ki-sase-ta.
'Naomi had her mother wear her pyjamas.'

CNiØ8 Taku-tyan ga Naomi-tyan ni pantu o hak-ase-ta.
'Taku had Naomi wear her panties.'

CNiØ9 Hiroki-kun ga Yat-tyan ni o-yama o tukur-ase-ta.
'Hiroki had Yat-tyan make a mountain.'

CNilØ Naomi-tyan ga otoo-san ni hon o yom-ase-ta.
'Naomi had her father read a book.'

BRØ1 Naomi-tyan ga okaa-san ni karada o arat-te morat-ta.
'Mother washed Naomi for her.'

BRØ2 Noriko-tyan ga Naomi-tyan ni pantu o kasi-te morat-ta.
'Noriko had panties lent to her by Naomi.'

BRØ3 Taku-tyan ga Naomi-tyan ni hon o yon-de morat-ta.
'Naomi read a book for Taku.'

BRØ4 Otoo-san ga okaa-san ni o-bentoo o tukut-te morat-ta.
'Mother made a lunch for Father.'

BRØ5 Naomi-tyan ga otoo-san ni kami-sibai o tukut-te morat-ta.
'Father made a picture show for Naomi.'

BRØ6 Okaa-san ga Naomi-tyan ni karada o arat-te morat-ta.
'Naomi washed Mother for her.'

BRØ7 Naomi-tyan ga Noriko-tyan ni pantu o kasi-te morat-ta.
'Naomi had panties lent to her by Noriko.'

BRØ8 Naomi-tyan ga Taku-tyan ni hon o yon-de morat-ta.
'Taku read a book for Naomi.'

BRØ9 Okaa-san ga otoo-san ni o-bentoo o tukut-te morat-ta.
'Father made a lunch for Mother.'

BR1Ø Otoo-san ga Naomi-tyan ni kami-sibai o tukut-te morat-ta.
'Naomi made a picture show for Father.'

GLOSSARY

araw 'wash' banana 'banana' ga 'nominative marker' hak 'wear' home 'commend' hon 'book' huku 'clothes' kam 'bite' kami-sibai 'picture show' karada 'body' kasi 'lent' ki 'wear' kise 'get dressed' koi-nobori 'carp-flag' mahoo-tukai 'witch' neko 'cat' no 'genitive marker' o 'accusative marker' obaa-san 'grandmother' (o)bentoo 'lunch' okaa-san 'mother' onee-tyan 'elder sister' otoo-san 'father' (o)yama 'mountain' pajyama 'pyjamas' panda 'panda' pantu 'panties' -(r)are- 'PASSIVE' -(s)ase- 'CAUSATIVE' sikar 'scold' -ta 'PAST' tabe 'eat' tatak 'beat' -te moraw- 'BENEFACTIVE' tukamae 'catch' tukur 'make' wa 'topic marker' wani 'alligator' yom 'read'